



State Superintendent  
Elizabeth Burmaster

## A Message from the State Superintendent

When I assumed my responsibilities as State Superintendent in July of 2001, I made a promise to the citizens of Wisconsin. This promise became the mission of the Department of Public Instruction which we now call the "New Wisconsin Promise." The promise is a pledge to focus our work on leadership, advocacy, and accountability. We have made this pledge to put our children and their education first. This pledge includes children with special educational needs. One of the ways for us to accomplish our promise to students with disabilities is through the State Improvement Plan (SIP) for Children with Disabilities. The SIP, as you will see from this summary, focuses on improving student outcomes through supportive learning environments, quality staff, and collaborative partnerships. I am pleased to share with you that in November 2002, Wisconsin was awarded a \$6.5 million State Improvement Grant (SIG) which is designed to support activities that are a part of the SIP. Through the SIG, Wisconsin will receive \$1.3 million annually over the next five years. I look forward to working collaboratively with you on the SIP goals to improve educational results of all our students.

## Executive Summary 2002

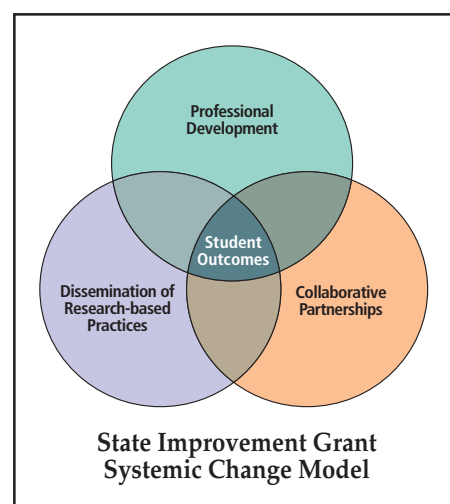
# State Improvement Plan



## FOR CHILDREN WITH DISABILITIES

### State Improvement Grant Supports the Plan

The State Improvement Grant (SIG) is a crucial funding mechanism for the State Improvement Plan (SIP) for Children with Disabilities. The SIG is a system change initiative that will bring together educational leaders, school staff, parents, and community members around a common vision to improve the outcomes of children with disabilities. With our State Improvement Plan for Children with Disabilities and now the State Improvement Grant, we have made the commitment to create lasting system changes that, in the end, will produce positive results. Individuals from 41 agencies and organizations are partners in sharing responsibility for the mission of the SIG which is focused on three primary goals:



1. To conduct professional development and technical assistance for all stakeholders to increase and enhance inclusive early learning environments, improve student outcomes, and enable successful transitions of students with disabilities from school to post-school life;
2. To develop a seamless statewide interagency service system of support for children and youth with disabilities, birth to 21, by forming critical collaborative partnerships; and
3. To develop and implement a coordinated state dissemination system that provides educators, parents, collaborative partners, and other stakeholders with timely information and training on best practices and research-based strategies to improve teaching and, therefore, results for children and youth with disabilities.

These goals target the SIP priorities of inclusive early learning environments (birth – kindergarten), improving outcomes of all students including those with disabilities (kindergarten-grade 12), successful transitions to adult life, and increasing parent participation in education. The flowchart on the following page demonstrates how the SIG supports the goals of the SIP and the New Wisconsin Promise.

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## DPI Mission — The New Wisconsin Promise

Leadership, Advocacy, and Accountability

To ensure the opportunity of a quality education for every child by uniting as a community around our shared value and responsibility to put our children first.

## Special Education Team Mission

To provide statewide leadership, advocacy, and technical assistance, and promote collaboration among parents, educators, students, communities, and other agencies to ensure that all children with disabilities have available to them a free appropriate public education.

## New Wisconsin Promise – A quality education for every child.

- Narrowing the achievement gap
- Smaller class sizes
- Improved reading

- Educational accountability
- Citizens who contribute to their communities
- Early learning opportunities

- Quality teachers and administrators

- Parental and community involvement
- Career and technical education

## State Improvement Plan for Children with Disabilities IDEA Sec. 653(a)(2)

The State Improvement Plan (SIP) is the Department of Public Instruction's (DPI) vehicle for planning and providing statewide direction and leadership in the education of children with disabilities. The vision is to prepare students with disabilities for postsecondary education or satisfying employment and a level of independent living that is uniquely appropriate for each individual by working together with our collaborative partners.

### SIP GOAL ONE

#### Students in Society

*Students with disabilities will continually develop skills that will enable them to become independent, productive, and included citizens in society.*

### SIP GOAL TWO

#### Supports for Learning

*Students with disabilities will have supportive learning environments and resources to encourage all students to become caring, contributing, and responsible citizens.*

### SIP GOAL THREE

#### Quality Staff

*Students with disabilities will receive individualized planning and appropriate instruction from qualified staff.*

### SIP GOAL FOUR

#### Collaborative Partnerships

*Students with disabilities will have a foundation for learning and successful transitions enhanced by collaborative partnerships among families, schools, and communities.*

## State Improvement Grant (SIG) Strategies

### SIG STRATEGY ONE

*To conduct professional development and technical assistance for all stakeholders to increase and enhance inclusive early learning environments, improve student outcomes, and enable successful transitions of students with disabilities from school to post-school life.*

### SIG STRATEGY TWO

*To develop a seamless statewide interagency service system of support for children and youth with disabilities, birth to 21, by forming critical collaborative partnerships.*

### SIG STRATEGY THREE

*To develop and implement a coordinated state dissemination system that provides educators, parents, collaborative partners, and other stakeholders with timely information and training on best practices and research-based strategies to improve teaching and learning and results for children and youth with disabilities.*

## State Improvement Grant Targets These Priority Areas of the State Improvement Plan

- Inclusive early learning environments.
- Improving outcomes of all students including students with disabilities.
- Successful transitions to adult life.
- Improving parent participation in all targeted areas.

## GOAL ONE

# Students in Society

*Students with disabilities will continually develop skills that will enable them to become independent, productive, and included citizens in society.*

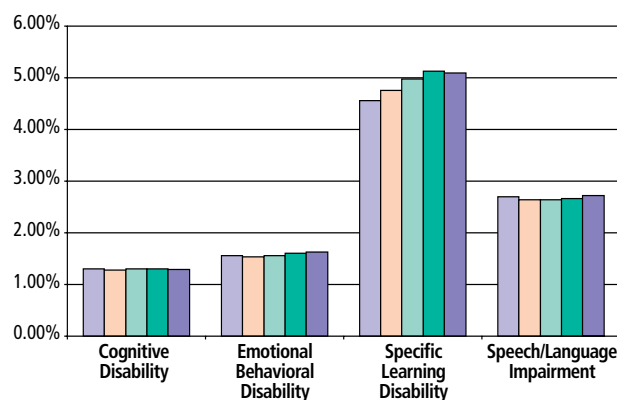
## Objectives:

- 1.1 The percentage of students with disabilities who participate in the general education curriculum and statewide standardized assessments will increase.
- 1.2 The percentage of students with disabilities who score at the proficient or advanced performance level on statewide standardized assessments will increase.
- 1.3 The quality of education will improve so that all students will meet high standards for academic performance and personal behavior, thus reducing referral rates for special education.
- 1.4 The percentage of students with disabilities who exit high school with a diploma will increase.
- 1.5 The percentage of students with disabilities who are employed or participating in postsecondary education three years after leaving high school will increase.
- 1.6 The percentage of students with disabilities who are living independently or in assisted living arrangements three years after leaving high school will increase.

## Prevalence of Disabilities

The overall prevalence rate of students with disabilities as reported on the December 1, 2001, Child Count was 12.4%. Although the prevalence rate has increased gradually the last three years, the amount of increase from year to year has declined. This may indicate that overall prevalence rates are beginning to stabilize. Of particular interest is the decline in prevalence of Specific Learning Disabilities for the first time. Districts may be utilizing options in regular education to meet the needs of students at risk of failure who might otherwise have been referred for special education. Increases in the prevalence of Autism and Other Health Impairment continue. Increases in Significant Developmental Delay may indicate continued progress in identifying younger children with disabilities and providing services to meet their needs sooner.

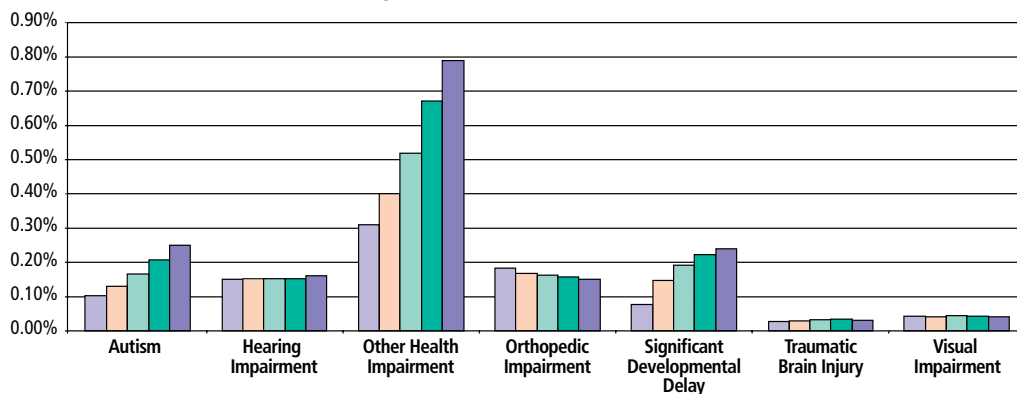
### High Incidence Disability



### KEY



### Low Incidence Disability



## No Child Left Behind (NCLB)

In January 2002, President Bush signed into law the No Child Left Behind Act of 2001. This new law represents the President's education reform plan which includes stronger accountability for student results. States must create standards in math and reading, and test every student's progress using tests that are aligned with the standards. Every school district is expected to make adequate yearly progress toward meeting the state standards. Progress is measured for all students, including students with disabilities.

The Wisconsin Knowledge and Concepts Examinations (WKCE) are part of the Wisconsin Student Assessment System (WSAS) and are used to measure student results. These tests

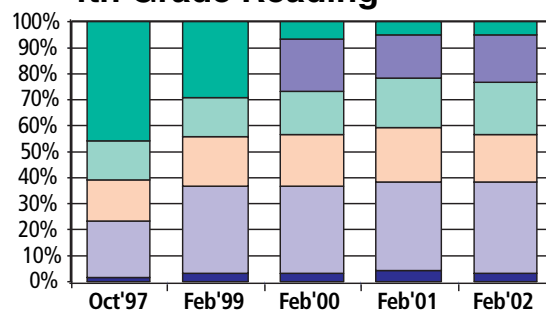
are given annually to students in grades four, eight, and ten. The WKCE measures achievement in reading, language, mathematics, science, and social studies. The graphs below show performance levels of students with disabilities in reading and mathematics. The goal is to see increases from Minimum to Basic, from Basic to Proficient, and from Proficient to Advanced performance levels and a decrease in No WSAS and Pre-requisite levels. Generally, this is occurring. NCLB requires states ensure that, not later than 12 years after the end of the 2001-02 school year, all students will meet or exceed the state's proficient level of academic achievement on state assessments.

### Progress of Students with Disabilities on WKCE Tests From 1997 to 2002

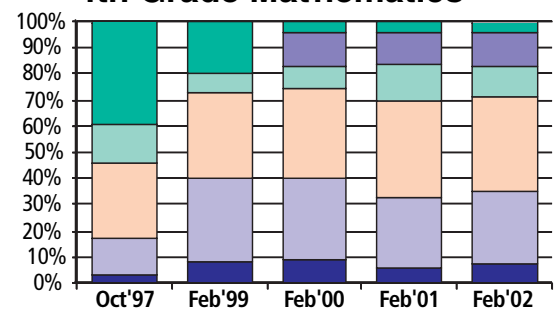
#### KEY



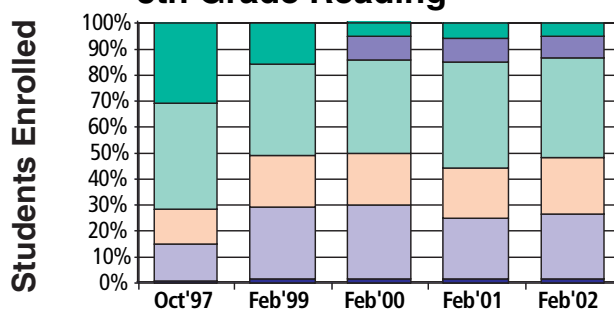
#### 4th Grade Reading



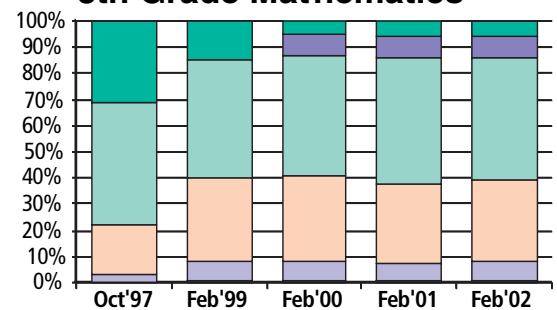
#### 4th Grade Mathematics



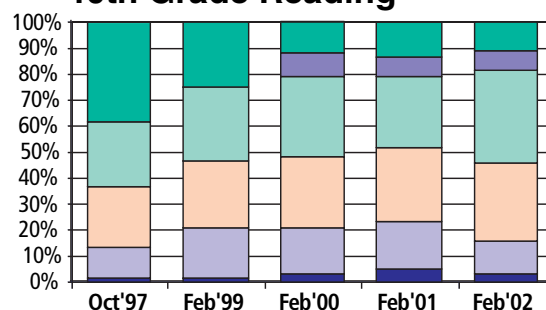
#### 8th Grade Reading



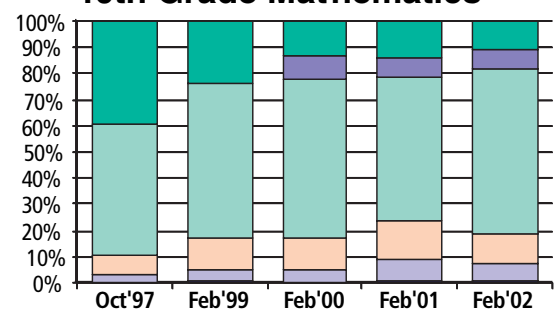
#### 8th Grade Mathematics



#### 10th Grade Reading



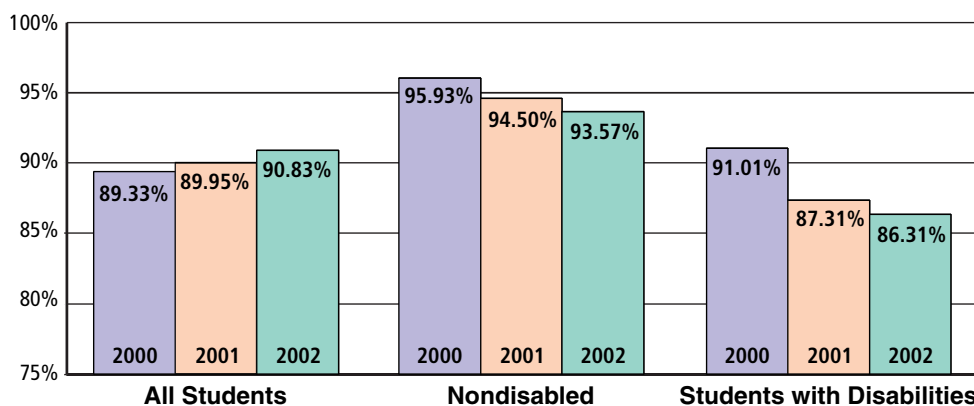
#### 10th Grade Mathematics



## Graduation Rates

Overall graduation rates have increased over the last three years. However, the gap in graduation rates between students with disabilities and students without disabilities continues to grow. This is especially concerning given the No Child Left Behind (NCLB) legislation and the requirement for an accountability system that ensures all local educational agencies make adequate yearly progress. The NCLB accountability system includes

graduation rates (defined as the percentage of students who graduate from secondary school with a regular diploma in the standard number of years) measured separately for students with disabilities. The graduation rates of students with disabilities represented here show a steady decline, in part, due to the inclusion of an additional year of cohort dropouts for each year calculated (i.e., in 2000, only one year of dropouts was included; in 2002, three years of dropouts [10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades] were included).



## Post-High School Follow-up Study

Statewide post-high school results are based on a compilation of the results of surveys, conducted by local educational agencies, of students with disabilities who exited their secondary schools between December 2000 and December 2001. Seven percent of the total population of students with disabilities who exited high school in Wisconsin participated in the survey. Thirty-two local educational agencies, geographically distributed throughout the state, including small, medium, and large districts and the Wisconsin Center for the Blind and Visually Impaired, applied for and received grants from the DPI to replicate the procedures implemented during the first year of the Statewide Post-High School Follow-up Study. Results of the two studies are very similar, with 88 percent of students with disabilities either employed, attending postsecondary school, or both. For more information, please refer to the *Wisconsin Statewide Post-High School Outcomes Survey of Individuals with Disabilities: A Status Report of Students with Disabilities Who Exited High School Between December 2000 and December 2001* on the DPI special education website.

### 2001 STATEWIDE RESULTS:

- 76% of the 354 students in the study are employed; 149 individuals (42%) are employed only and another 116 (33%) are employed and attend postsecondary education.
- 54% of employed youth in the study work more than 37 hours per week.
- 38% of employed youth in the study earn at least \$8.00 per hour.
- 45% of the students in the study participate in postsecondary education; 42 individuals (12%) attend postsecondary education only and another 116 (33%) attend postsecondary education and are employed.
- 12% of youth (43) in the study neither are employed nor attend postsecondary education; 88% of youth (311) are either employed, attending postsecondary education, or both.
- 64% of the students in the study continue to live at home with their parents.

## Early and Ongoing Collaboration and Assistance Initiative

One of the targeted areas funded by the State Improvement Grant (SIG) is the Early and Ongoing Collaboration and Assistance initiative.

Enhancing the ability of schools to address the learning and social/emotional needs of diverse student populations is of critical importance as Wisconsin schools realize the goal of having all students meet high standards of academic performance and personal behavior. The Early and Ongoing Collaboration and Assistance initiative provides leadership, coordination, and technical assistance to support education communities in their efforts to increase the use, variety, and quality of general education options made available to all students, particularly those who are at risk for school failure. A key objective is to enhance student success prior to referral for special education evaluation.

Beginning with seven pilot sites during the 2001-02 school year and increasing to 22 schools in 18 districts for 2002-03, the statewide initiative has provided participating schools with sustained support as members of the school community collaborate to analyze local needs and direct resources to improve instructional options for students, professional development for staff and families, and involvement of parents and community members. The recent addition of SIG funds will allow an increased focus on schools with especially high incidences of low-achieving students of minority and poverty status and high special education referral rates. This grant will also allow the initiative to expand its mentor network to provide better support for participating schools and allow for the development of materials that can be used in districts across the state.



## GOAL TWO

# Supports for Learning

*Students with disabilities will have supportive learning environments and resources to encourage all students to become caring, contributing, and responsible citizens.*

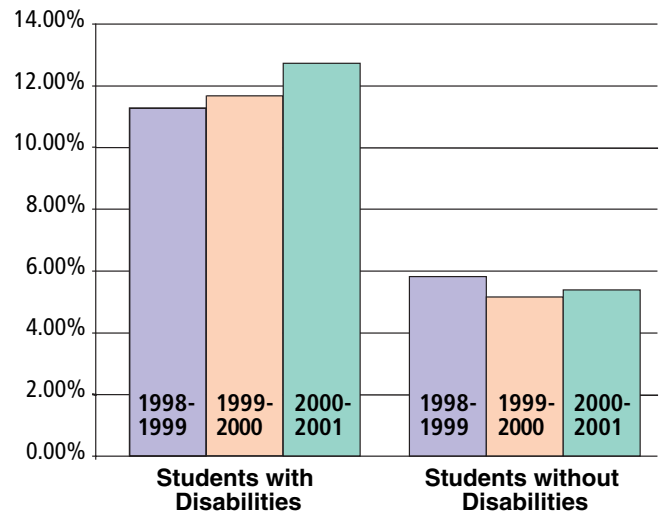
## Objectives:

- 2.1 The percentage of preschoolers with disabilities who receive special education and related services in inclusive settings will increase.
- 2.2 The percentage of students with disabilities who participate in the regular education environment with supplementary aids and services to the maximum extent appropriate as determined by the Individual Education Program (IEP) team will increase.
- 2.3 The percentage of students with disabilities who drop out of school will decrease.
- 2.4 The number of students with disabilities who are suspended or expelled will decrease.

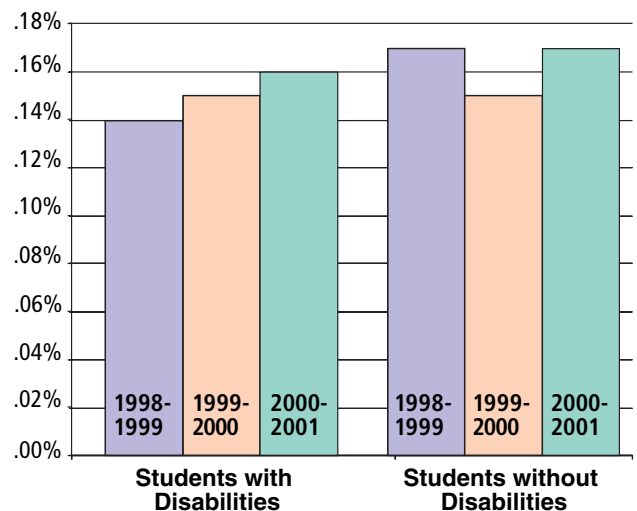
## Suspension and Expulsion Rates

The suspension rate for students with disabilities increased in the past year. The percentage of students with disabilities that are suspended is more than twice the rate for students without disabilities. Conversely, students with disabilities are expelled at a lower rate than students without disabilities; however, the rate continues to increase. Students with problem behaviors present challenges to schools. Such students typically experience poor social and academic outcomes in school, leading to poor employment outcomes, involvement with the social services system, and possible incarceration. Individualized interventions based on functional behavioral assessments and involving a range of stakeholders from both the school and community have been found to increase positive outcomes for these students.

### Suspension Rates



### Expulsion Rates



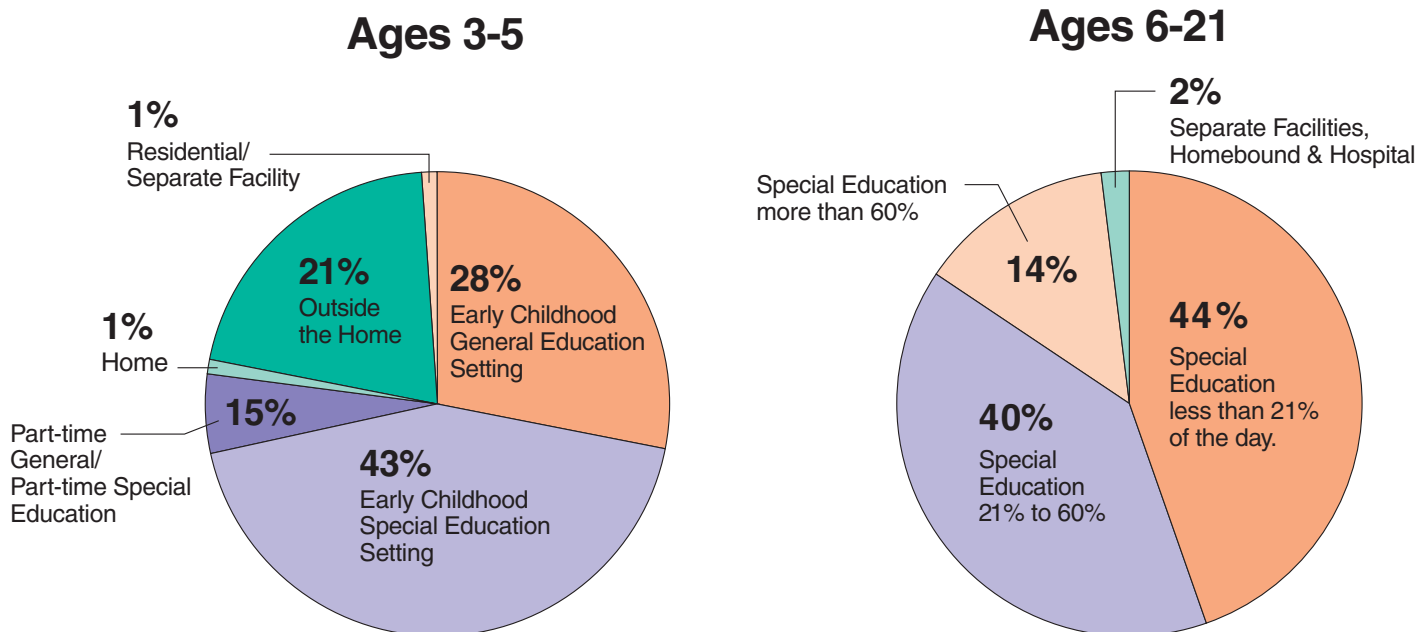
## Dropout Rates

Many express concern that the new, more rigorous standards of the No Child Left Behind Act of 2001 will increase the number of students with disabilities who leave school before earning a diploma. The dropout rate for students with disabilities in Wisconsin increased during the 2000-2001 school year while the dropout rate for students without disabilities decreased. Dropout rates vary by disability category with the highest rate occurring for students with emotional behavioral disabilities and the lowest rate for students with autism. The indicators that predict the likelihood of dropping out of school are the same for students with disabilities as for students who have no apparent disabilities: poor grades, low attendance, and disciplinary problems. Research consistently demonstrates that students who stay in school to earn a high school diploma will earn more in their adult lives. Strategies targeted at improving school attendance, academic achievement, and behavior will positively impact the chances of students earning a diploma and having greater success in later life.

Dropout Rate	'99-'00	'00-'01	'01-'02
Students with Disabilities	N.A.	2.66%	2.94%
Students without Disabilities	N.A.	2.25%	2.01%

## Education Environment December 2001

Each year, the DPI collects data from local educational agencies on the number of students with disabilities served in different educational environments. This data helps DPI monitor compliance with the least restrictive environment provision of the Individuals with Disabilities Education Act (IDEA) and inform educators, parents, and others of the extent to which students with disabilities are educated with their nondisabled peers. The percentage of students, ages 6 through 21, served outside the regular education classroom less than 21% of the school day remained consistent with last year's percentage (44%). In fact, there were no substantial changes in any of the educational environments for this age range. The percentage of children, ages 3 through 5, served in general education settings increased over 7%. Students in special education can only be removed to separate classes when the nature or severity of their disabilities is such that they cannot receive an appropriate education in a general education classroom with supplementary aids and services.



## GOAL THREE

# Quality Staff

*Students with disabilities will receive individualized planning and appropriate instruction from qualified staff.*

## Objectives:

- 3.1 The number of special education teachers and related service personnel in disability areas of greatest need will increase.
- 3.2 The knowledge and skills of regular and special education teachers, paraprofessionals, related service providers, and administrators to improve educational results for children with disabilities will increase.
- 3.3 In cooperation with special education teachers, training for paraprofessionals involved in the provision of services for students with disabilities will increase.
- 3.4 The number of school district special education staff that participate in Cooperative Educational Service Agencies (CESAs) statewide data retreats will increase.
- 3.5 The knowledge of state special education eligibility criteria and proper application will increase.

## National Board Certification

Wisconsin now has 134 nationally certified teachers and has seen progressive growth in the number of teachers seeking and earning national board certification since the program began 15 years ago. To encourage educators to become National Board Certified, Wisconsin provides up to \$2,000 reimbursement to defray the cost of earning national certification and nine annual stipends of \$2,500. Support for Wisconsin's national certification process is a partnership with the Wisconsin Legislature, Department of Public Instruction, Wisconsin Education Association Council, and State Farm Insurance. National certification dovetails with Wisconsin's teacher standards and the new three-tier licensing system — Initial, Professional, and Master educator. Congratulations to the following Wisconsin Teachers who were awarded National Board Certification during 2001-02 in the area of *Early Childhood through Young Adulthood/Exceptional Needs Specialist*: Chris Brown, Nicolet UHS District; Linda Fullerton, Mukwonago School District; Christine Hambuch Boyle, Eau Claire Area School District; Ann Jochimsen, Medford Area School District; Patricia Nikolay, Little Chute Area School District; and Mary Beth Pichette, Wauwatosa School District.

- A demonstration of teaching practice as measured against high and rigorous standards.
- A symbol of commitment to excellence in teaching.
- A credential process that utilizes peer assessment to identify accomplished teachers who make sound professional judgments about student learning and act effectively on those judgments.
- A professional certification increasingly used by states like Wisconsin as an option for advanced licensing requirements.

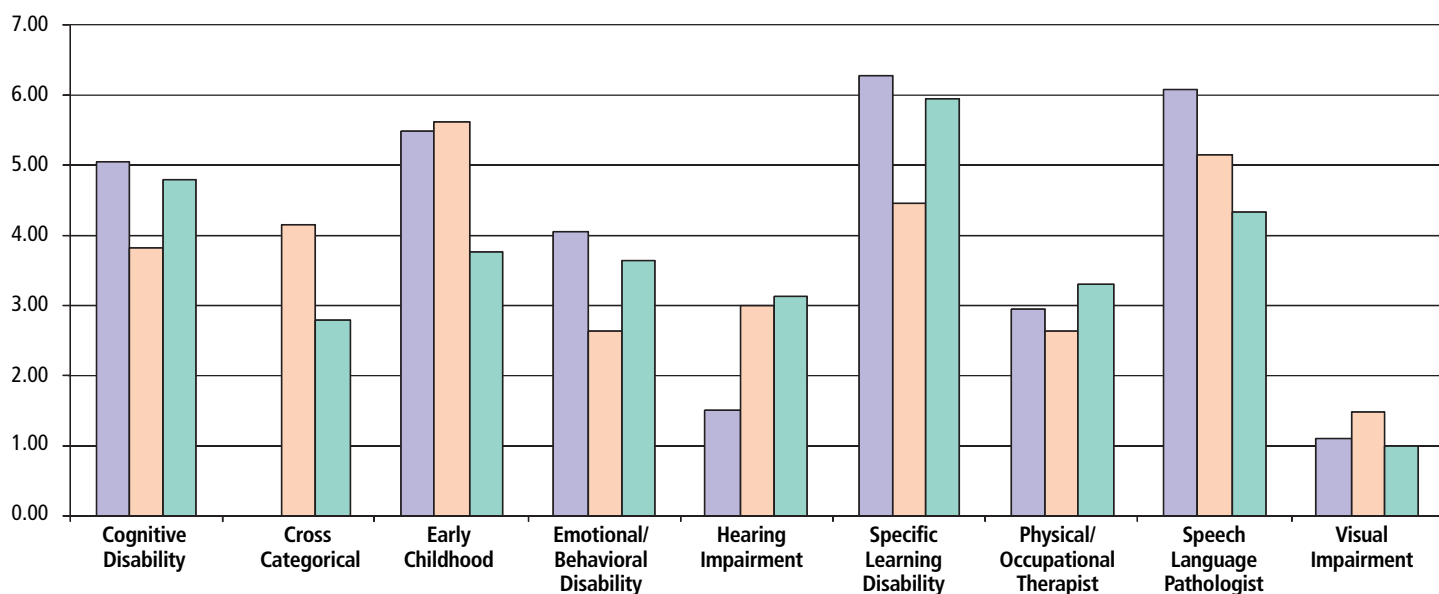
## Paraprofessionals in Wisconsin

Paraprofessionals who serve students with disabilities play an essential role as part of Wisconsin's



educational teams. Approximately 7,780 special education paraprofessionals were employed by Wisconsin school districts during the 2001-2002 school year. The Wisconsin DPI continues to take a strong interest in the professional development of special education paraprofessionals. Specifically, the Wisconsin Paraprofessional Initiative was designed to promote and support the preparation of paraprofessionals in order to strengthen their ability to effectively assist in instructing and increasing student learning and performance. This initiative has increased statewide agency linkages, pre-service and in-service training, and role and responsibility clarification for paraprofessionals in our schools. During the 2002-2003 school year, efforts to promote and support the preparation of paraprofessionals included facilitation of four regional conferences in collaboration with area technical colleges, universities, local paraprofessionals, and Cooperative Educational Service Agencies (CESAs). The history of the Wisconsin Paraprofessional Initiative reflects the department's recognition of the important contributions of paraprofessionals to students in our schools.



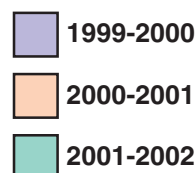


Source: Supply and Demand 2002

## Ratio of Applicants to Vacancies

One measure of teacher supply and demand is applicants per vacancy. Fields with higher numbers of applicants per vacancy are more likely to be in oversupply whereas fields with fewer applicants per vacancy are more likely to be in undersupply. Annual surveys are mailed to administrators of all Wisconsin public school districts to identify the number of vacancies and applicants in 48 licensure/subject areas for the 2000-01 school year. The ratio was calculated by dividing the number of applicants by the number of vacancies. Compared with last year, overall there was a greater range in ratios. Special education positions continue to be among those with the lowest ratios.

### KEY



## Emergency Licensure

Emergency license totals overall have continued to increase since 1993-94. The number of emergency licenses has increased by 57% over that time period, an indication that teacher supply has not been able to keep pace with demand in critical shortage areas. Special education accounts for 42% of emergency licenses and has increased the last four years. Teachers in the Emotional Behavioral Disabilities and Specific Learning Disabilities areas make up about three-fourths of the special education emergency licenses.

Number of Emergency Licenses Issued	'99-'00	'00-'01	'01-'02
Hearing Impairment	10	7	3
Early Childhood Special Education	51	64	57
Cognitive Disability	126	169	159
Specific Learning Disability	278	373	418
Speech/Language Impairment	39	25	23
Visual Impairment	7	0	3
Emotional Behavioral Disability	394	430	449
Cross Categorical	N.A.	N.A.	69
Total	905	1068	1181

Source: Supply and Demand 2002

## GOAL FOUR

# Collaborative Partnerships

*Students with disabilities will have a foundation for learning and successful transitions enhanced by collaborative partnerships among families, schools, and communities.*

## Objectives:

- 4.1 Collaboration among parents, regular and special educators, related service providers, and administrators in areas of school governance and the development of quality Individual Education Programs (IEPs) in a consensus-based manner will increase.
- 4.2 Collaboration with postsecondary educational institutions and service agencies will increase.
- 4.3 Collaboration among early intervention, childcare, Head Start, and school early childhood programs will increase system level partnerships.

## Early Childhood Collaborative Partnerships

Early childhood collaboration continues to expand among early intervention, child care, Head Start, school kindergarten programs, and school early childhood programs. Consultants from the Department of Public Instruction (DPI), the Department of Health and Family Services, and the Department of Workforce Development, a wide variety of early childhood associations, and regional networks collaborate through Wisconsin Early Childhood Collaborating Partners (WECCP). Early childhood stakeholders were involved in the development of the Wisconsin State Improvement Grant (SIG) and play a key role in the early childhood projects. Collaborative efforts include:

- The promotion of an expanded array of preschool settings for young children with disabilities through Individuals with Disabilities Education Act (IDEA) discretionary grants and SIG projects;
- The exploration of school readiness indicators through the Packard Foundation Project;
- Promotion of community approaches to services for four-year-old children through the Trust for Early Education universal preschool project;
- Networks and technical assistance to expand health care in child care settings through the Safe and Healthy Child Care Project;
- Continuation of the “Think Big Start Small: Invest Early in a Child’s Future” public awareness and child find effort including the development of a child find brochure and growth chart through the National Governors Association public awareness project and an IDEA discretionary grant;
- Development of model statewide early learning standards and a chart comparing early childhood program rules and regulations;
- Promotion of an early childhood agenda through the WECCP; and
- SIG funding of nine early childhood activities focusing on: pre-service/in-service, parent education, parent leadership, community planning to expand preschool options, transition from early intervention programs, and assistive technology.

Please visit the following websites for examples of local, regional, and state level collaboration:

- <http://www.collaboratingpartners.com> includes copies of the National Governors Association Wisconsin Team Report, *Building Public and Private Will for Early Childhood Care and Education*; the Wisconsin Early Childhood Collaborating Partners book, *Transforming Early Childhood Care and Education*; and Wisconsin Children’s Agenda for Early Childhood Education and Care; and
- <http://www.wisconsinsig.org/index.htm> highlights the Wisconsin State Improvement Grant.

## *The Wisconsin Statewide Transition Initiative*

Wisconsin continues to be part of a national student outcomes project involving 22 other states. The Wisconsin Statewide Transition Initiative provides clear guidance on fulfilling state and federal special education transition requirements. It provides a structure for data collection and reporting at the district, regional, and state levels. At the local level, the focus is on meeting IEP requirements for students who have disabilities and who are in transition to life after secondary school. Statewide data will demonstrate improvement and results related to meeting the transition planning needs of students with disabilities. A variety of stakeholders, including Cooperative Educational Service Agencies (CESAs), the Department of Workforce Development Division of Vocational Rehabilitation (DVR), the Wisconsin Technical College System Board, businesses, parents, and students are involved in identifying and planning postsecondary options for students with disabilities.

State Improvement Grant (SIG) funds will allow the creation and development of County Transition Advisory Councils, School District Transition Action Teams, and the appointment of CESA transition coordinators.

SIG funding will provide training for DVR counselors and will develop the following transition modules:

- Opening Doors to Transition: An Introductory Handbook
- Opening Doors to Transition and the IEP
- Opening Doors to Vocational Education and Employment
- Opening Doors to Self Determination/Self Advocacy
- Opening Doors to Adult Services, Funding, Guardianship, Life Span Planning, Wills/Trusts

## *Wisconsin Statewide Parent-Educator Initiative (WSPEI)*

Working with each Cooperative Educational Service Agency (CESA) in the past year, WSPEI has helped districts start or renew local special education advisory councils that include parents of children with disabilities. These councils provide training and information to other parents, help the district develop its Special Education Plan, and bring together teachers and parents to talk about special education in their communities. A parent liaison, hired and trained by the district or CESA, often plays a key role in helping the council decide what it needs to do and how to do it. WSPEI has helped to increase the number of special education parent liaisons to 78. These individuals help ensure that parents of children with disabilities receive information about resources in the school, community, region, and state. Every school district in the state can talk with a trained parent liaison about how to increase partnerships with parents of children with disabilities. District and CESA parent liaisons often help parents and educators understand the others' points of view and solve problems in a positive way. WSPEI is collecting new data on its service provision in the same way as the Wisconsin Family Assistance Center for Education, Training, and Support (WI FACETS), the IDEA-supported statewide Parent and Training Information Center, collects data. From September through December 2002, eight CESA parent liaisons reported on the service they provided to groups. Events included presentations, resource fairs, exhibits, parent advisory councils, meetings of district liaisons, consulting, coaching on communication, and developing parent brochures. Presentation topics included transition, IEP meeting preparation and process, person-centered planning, autism, parent involvement, and how to use the parent liaison. Participants in these events included a total of 1,357 parents, 885 educators, and 206 students. Of those participants, 970 reported on an evaluation form that they would use the information presented. In addition, from September 2002 through January 2003, parent liaisons reported providing service to 1,438 individuals, including over 700 individuals identifying themselves as parents or persons acting as parents, and 358 educators. These numbers will increase as parent liaisons become more experienced with collecting and reporting data. WSPEI works with WI FACETS and other agencies to facilitate successful parent-school partnerships. One example of this collaboration is Parents in Partnership training. In 2002, WI FACETS and WSPEI collaborated to train three groups of underserved urban parents, including parents whose native language is Spanish. Across the state, 92 parents completed this intensive leadership training in the spring and 87 new participants began training in the fall. WSPEI staff also meets with leaders in other statewide initiatives and federally-funded projects to better inform parents about youth in transition, preschool options, assistive technology, and eligibility for special education. The Wisconsin State Improvement Grant provides WSPEI with a collaborative opportunity to increase the number of parents that receive Parents in Partnership training and other training related to state improvement issues.

Transition Initiative Project	Year 1	Year 2
Counties in the Project	24/72	41/72
County Transition Advisory Councils	44/72	52/72
County Interagency Agreements	39/72	45/72
County Point of Entry Manuals	28/72	37/72
District Transition Action Teams	51/426	77/426
School Districts in the Project	48/426	77/426



## *Visions for Success*

The State Improvement Plan for Children with Disabilities is the Department of Public Instruction's vehicle for planning and providing statewide direction and leadership in the education of children with disabilities. The department's vision is to prepare students with disabilities for postsecondary education or satisfying employment and a level of independent living that is uniquely appropriate for each individual by working together with our collaborative partners.



## For More Information ...

- For more information about special education in Wisconsin, please visit the DPI website at: <http://www.dpi.state.wi.us>.
- If you would like to obtain a copy of the State Improvement Plan for Children With Disabilities, contact the Special Education Team at the DPI or download a copy from the team website at <http://www.dpi.state.wi.us/dpi/dlsea/een/sip.html>.
- You can also visit the Wisconsin Information Network for Successful Schools (WINSS) website through the department's homepage. This electronic resource has been created to help educators, parents, and community members who have an interest in educating the hearts and minds of all children. Sections labeled Standards and Assessment, Data Analysis, Continuous School Improvement, and Best Practices guide users to key local, state, and national information about success in education.



**WISCONSIN DEPARTMENT  
OF PUBLIC INSTRUCTION**

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Elizabeth Burmaster, State Superintendent  
Wisconsin Department of Public Instruction  
Madison, Wisconsin

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